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# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES



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*Volume XVII*

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# JUNIOR COLLEGE JOURNAL

Volume XVII

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## *The Policy of Localism*

### EDITORIAL

CONVICTION spreads that junior-college-level education must be and soon will be universalized, at least to the degree that high schools now enrol the youth of appropriate ages. The evidence is now in to show that, although almost all types of junior colleges contribute, the practicable agency of universalization is the free local public institution, just as the free public high school has been the primary agency of universalization of its level.

To be sure, in devising systems of junior colleges to serve all youth of this age group, account must be taken of the wide-open spaces in some of our states, with their sparsely distributed populations. These areas will require some deviation from a single policy of localism in establishing and maintaining junior-college courses. However, from investigations of the effect of distance on attendance, it is now known that regionalism as a policy, as compared with localism, works to defeat democratization. Even in

large cities distance is a deterrent to democratization, so that it is being found necessary to provide not merely one junior-college center, but several centers. In setting up state plans for junior colleges, concessions to regionalism should be restricted to as small scope as possible.

Among criteria advocated for application in state plans are two which bear on localization and at the same time raise the question of the organizational relationship of junior college to high school. One of these is the minimum junior-college enrolment. This is sometimes set at two hundred students, or even lower. The smaller the minimum, the more it conduces to localization, since the lower figures increase the number of communities that find junior-college establishment permissible. On the other hand, too low a minimum encourages high per-student costs and limited programs. Proof is at hand that junior colleges with enrolments smaller than a

thousand students should not try to stand alone, that is, unassociated or unintegrated with high-school years. If they do so, they must unduly restrict the offering and facilities or will raise costs unjustifiably, or both. This must be the reason that the great majority of local public junior colleges are now housed with high schools.

By way of illustration, we refer to a recent inquiry into the feasibility of establishing local public junior colleges in the county school districts (which are the local districts) of Maryland. This inquiry disclosed that not a junior college outside the city of Baltimore would be likely to enrol as many as a thousand students, and it concluded that the junior colleges proposed should be established in association or integration with high-school years. To have held for separation of junior college from high school would have been to keep junior colleges out of a half or more of the counties, thereby violating the principle of localism. The recommendation directed attention to the fact that association or integration is not merely a matter of expedience but, to the contrary, is educationally advantageous.

The second criterion is the minimum total assessed valuation of the district in which the junior college

is to be maintained. The avowed purpose of this criterion is to assure at least a minimum of local support for a junior college, and something can be said for it on this score. Within it, however, lurks a serious danger because, in order to attain the minimum assessed valuation, some districts will be made so large as to reach beyond reasonable limits of service of a local unit. To the degree that a district extends beyond these limits, there is surrender to the policy of regionalism. If a community or district meets other criteria for maintaining a junior college, the goal of universalization would be defeated if its youth are deprived of school opportunities at this level because the district is not sufficiently well-to-do to support a junior college out of its own pockets. A much preferable policy would be to provide enough funds through basic state aid and equalization to bring maintenance of a local unit within reach.

Just as for a large minimum junior-college enrolment, the significance of a high minimum assessed valuation as a standard is that, at the same time that it increases the resources for support, it encourages separation and multiplies the problems of articulating or integrating high-school and college levels.

LEONARD V. KOOS



## *Success of Junior-College Transfers in Eastern States*

PETER SAMMARTINO AND  
ARMAND F. BURKE

AS THE junior colleges in the East enter the postwar era, numerous problems confront them. One of the most pressing, in the opinion of many officials, is the problem of transfer from junior college to the third year of the senior college. Although the overcrowded conditions in the four-year colleges show no indications of abating, thousands of

war veterans and nonveterans now attending junior colleges will be seeking to enter these institutions. At the present time students in this category are asking the following questions of junior-college officials: "Will senior colleges and universities in the East grant full transfer credit for junior-college work?" "Does the junior college adequately prepare students for the transition to senior-college work?"

*The Transfer Study Committee of the Junior College Council of the Middle Atlantic States, which made the investigation reported in this article, was composed of the following: PETER SAMMARTINO (chairman), president of Fairleigh Dickinson Junior College at Rutherford, New Jersey; MARION COATES GRAVES, dean of Ogontz Junior College at Rydal, Pennsylvania; REV. A. W. CLIMENHAGA, dean of Messiah Bible College at Grantham, Pennsylvania; and A. G. BREIDENSTINE (ex-officio), dean of Hershey Junior College, Pennsylvania. ARMAND F. BURKE, co-author of this article, is a member of the faculty of Fairleigh Dickinson Junior College at Rutherford, New Jersey.*

In order to find answers to these questions, the Transfer Study Committee of the Junior College Council of the Middle Atlantic States sent questionnaires to the registrars of 150 senior colleges and universities located along the Atlantic seaboard. A report was requested on (1) the amount of transfer credit allowed students in the 1946 Senior class who had transferred from junior colleges, (2) the major field of study followed in the senior college or university by each transfer student, (3) the scholastic standing of the junior-college graduates in the 1946 Senior class, and (4) honors earned by these students. No differentiation was made between

graduates of "terminal" or "preparatory" junior-college programs. Limited wartime enrolments in most institutions of higher education influenced the committee's selection of senior colleges to be used in the study.

### *Transfer Credit Allowed*

The following statistics were compiled from the replies of 108 colleges and universities. Fifty-four of these had a total of 262 junior-

The figures available indicate that 99 per cent of the students reported on received transfer credit for more than one full year of junior-college work (29 semester-hours).

A study of the ninety-five junior colleges whose graduates are included in this report reveals that most students transfer to institutions within their own state or section. However, there are numerous examples of junior-college graduates transferring to senior colleges

TABLE 1.—GEOGRAPHICAL DISTRIBUTION OF 262 JUNIOR-COLLEGE GRADUATES IN 1946 SENIOR CLASS OF 54 INSTITUTIONS OF HIGHER EDUCATION AND NUMBER AND PERCENTAGE OF STUDENTS ALLOWED FULL TRANSFER CREDIT

| Region          | Colleges Supplying Data |          | Transfer Students |          | Students Allowed Full Credit |                                    |
|-----------------|-------------------------|----------|-------------------|----------|------------------------------|------------------------------------|
|                 | Number                  | Per Cent | Number            | Per Cent | Number                       | Percentage of Students Transferred |
| New England ..  | 18                      | 33.3     | 83                | 31.7     | 51                           | 61.4                               |
| Middle States . | 23                      | 42.6     | 69                | 26.3     | 35                           | 50.7                               |
| South .....     | 13                      | 24.1     | 110               | 42.0     | 54                           | 49.1                               |
| All regions ..  | 54                      | 100.0    | 262               | 100.0    | 140                          | 53.4                               |

college graduates in their 1946 Senior classes, 215 of whom were women. Table 1 presents the number and percentage of institutions and students in each of three geographical regions and data on the granting of transfer credit.

Policies regarding the transfer credit granted for junior-college work varied among the senior colleges and universities, but 53.4 per cent of the students transferring received two full years of credit.<sup>1</sup>

<sup>1</sup> Dr. Walter C. Eells considers fifty-eight semester-hours as full transfer credit for two years of junior-college work (*Success of Trans-*

in a distant part of the United States and receiving two full years of transfer credit.

### *Senior-College Records*

The major fields of study followed in the senior colleges and universities by 262 junior-college graduates are divided into four groups: liberal arts, engineering and science, business, and miscellaneous. In considering the statistics in Table 2, the reader should remember that 82 per cent of the students are

*ferring Graduates of Junior College Terminal Curricula*, p. 389. Washington: American Association of Junior Colleges, 1943).

women. Further investigation of the fields of major specialization shows that 57 per cent of the students in the liberal arts area, which attracted the largest number of jun-

age," "average," and "below average" are not, of course, absolute. Each institution necessarily interpreted the terms according to its own practices. One student was ad-

TABLE 2.—DISTRIBUTION OF 262 TRANSFER STUDENTS ACCORDING TO FIELD OF MAJOR SPECIALIZATION IN SENIOR COLLEGE

| <i>Field of Specialization</i> | <i>Number of Students</i> | <i>Field of Specialization</i> | <i>Number of Students</i> |
|--------------------------------|---------------------------|--------------------------------|---------------------------|
| Liberal arts:                  |                           | Business:                      |                           |
| Economics and sociology        | 59                        | Business administration .      | 4                         |
| English .....                  | 38                        | Accounting .....               | 2                         |
| History .....                  | 33                        | Retailing .....                | 2                         |
| Psychology .....               | 28                        | Secretarial .....              | 1                         |
| Modern languages .....         | 15                        | Total .....                    | 9                         |
| Philosophy .....               | 2                         |                                |                           |
| Religion .....                 | 2                         | Miscellaneous:                 |                           |
| Total .....                    | 177                       | Fine arts .....                | 10                        |
| Engineering and science:       |                           | Home economics .....           | 8                         |
| Science .....                  | 26                        | Journalism .....               | 8                         |
| Mathematics .....              | 8                         | Music .....                    | 7                         |
| Engineering .....              | 1                         | Physical education ...         | 4                         |
| Total .....                    | 35                        | Nursing .....                  | 3                         |
|                                |                           | Library training .....         | 1                         |
|                                |                           | Total .....                    | 41                        |

TABLE 3.—MARKS MADE IN SENIOR COLLEGES BY 262 JUNIOR-COLLEGE GRADUATES BY REGIONS

| <i>Marks</i>       | <i>Percentage of Students</i> |                      |                        |                    |
|--------------------|-------------------------------|----------------------|------------------------|--------------------|
|                    | <i>New England States</i>     | <i>Middle States</i> | <i>Southern States</i> | <i>All Regions</i> |
| Above average .... | 24.1                          | 37.7                 | 46.4                   | 37.0               |
| Average .....      | 55.4                          | 42.0                 | 42.7                   | 46.6               |
| Below average .... | 20.5                          | 20.3                 | 10.9                   | 16.4               |
| Total .....        | 100.0                         | 100.0                | 100.0                  | 100.0              |
| Honors .....       | 8.4                           | 7.2                  | 5.5                    | 6.9                |

ior-college graduates, were granted full transfer credit; in engineering and science, 57.4 per cent; in business, 45 per cent; and in miscellaneous studies, 31.7 per cent.

The scholastic marks of the 262 students are shown by regions in Table 3. The terms "above aver-

mitted to Phi Beta Kappa, and only one student was dropped for scholastic deficiencies.

The excellent work done by the junior-college graduates in the southern colleges and universities is especially interesting. Twenty-three junior colleges, located in various

sections of the United States, were represented in the 1946 Senior class of the University of North Carolina. Of fifty-four students reported on, twenty-six made marks above the average; twenty-seven, average marks; and only one, below-average.

*Comment in Conclusion*

It may be concluded that there is a general disposition to accept junior-college students and in most cases to allow them reasonable amounts of credit. The greater the concordance between the students' junior-college work and the program of the first two years of the senior college, the greater the amount of credit. The specific credit allowed seems to vary from institution to institution and, even within the same institution, changes from time to time.

One can only guess as to future possibilities. Some senior colleges

will undoubtedly find it impossible to accept large numbers of transfer students simply because of commitments to their own expanded Freshman and Sophomore classes. But many ought to, and probably will be able to, build up small classes in their third- and fourth-year classes by accepting transfer students. Because of low registrations, many hairline decisions have to be made on the desirability of setting up or discontinuing special courses. It is reasonable to assume, therefore, that there will be an increasing tendency toward facilitated transfer to senior colleges, especially as junior colleges mature and give evidence that they provide good fundamental training. Sound guidance in the junior college, especially with regard to courses and scholastic standards, can do more than anything else to effect successful transfer.



## *The Junior and the Senior Colleges*

THEODORE A. DISTLER

WITHOUT meaning to appear dogmatic, I nevertheless want to declare without any equivocation whatsoever that the junior colleges are here to stay. According to the January, 1947, issue of the *Junior College Journal*, the number of junior colleges now total 648, of which 315 are public and 333 are private institutions. There is in the junior-college movement a great deal which parallels the movement in the senior or four-year colleges. Thus there are in each category, and in the several states, public and private institutions of both kinds which are working, not at cross-purposes, but in most instances co-operatively, and are serving as an active and reasonable system of checks and balances one upon the other.

### *Difficulties Impeding Co-operation*

A discussion of the proper relationship between junior and senior colleges should consider some of the difficulties that have stood in the way of closer co-ordination and co-

operation between the two types of institutions. It is strange that, since both are interested in education, the main difficulties have been matters which could have been solved by further education—co-operative education, that is—on both sides.

There are at least three areas in which the junior colleges have not contributed toward this understanding, and some of these may still exist today.

1. The junior colleges have not always been clear about their own objectives and programs. Despite the phenomenal increase in their numbers during the past thirty years, junior colleges are, in their present form, still a relatively new element in American education, and, like all new and organic growths, some of them have not been entirely sure of their intent and direction. Some of them have been created to serve an opportunist need; an example is the movement of some preparatory schools during the depression to append a two-year college curriculum to their normal academy program—an addition not always well grounded educationally, but created sometimes only to serve students who could not afford at

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that time to travel elsewhere for senior-college training. Senior colleges looked with suspicion on the motives of some of these colleges, for reasons which were perhaps not entirely justifiable but nevertheless were not without some basis.

2. There was some justification for the belief that the ultimate objective of many junior colleges was complete senior-college standing and that they were merely using the junior-college program as a means of becoming senior colleges in what appeared to be gradual stages.

3. There was not always a clear-cut definition of the functions of some of the junior colleges. Some were afraid to engage in terminal education because they felt it was not academically respectable. Others were too eager to ape the four-year college.

These points might readily be enlarged on or particularized. Indeed, I may not have chosen some of the most important areas from the junior-college point of view; but, as I have surveyed the scene from the four-year side of the fence, these appear to be the main matters causing concern.

The senior colleges have erred in the following ways.

1. Characteristically, the four-year colleges resisted junior colleges as an innovation. The very tenacious manner with which faculties can resist change, sometimes merely because it is change, and the

mistrust with which faculties are likely to view anything that is new are well known.

2. It is probably fair to state that, because they did not take the time to investigate, many administrators, as well as others in the senior colleges, never properly understood the function of the junior college, did not quite comprehend how the junior college would fit into the scheme of things.

3. Last, but by no means least, there existed, and to some extent there still exists today, the idea of competition, the belief that junior colleges would rob the senior colleges of students. The idea that these two kinds of institutions are complementary rather than competitive is only now beginning to take hold with many of my colleagues. I am optimist enough to think that, except in a few limited areas, this is water over the dam and that the American public, and indeed the senior colleges, the large universities and graduate schools of the country, owe a very deep debt of gratitude to those who saw the light in the junior-college movement and, in spite of many obstacles, kept their central objectives always in view.

### *Role of Junior Colleges*

At the risk of repeating what may be obvious, I believe the junior colleges have a threefold role to play in American education:

1. To provide terminal education

of a technical sort. Such education is badly needed in this country, especially in the smaller cities. Year after year we sadly have to inform boys of our school that they are not qualified to pursue theoretical chemistry or advanced physics or higher mathematics; that what they need to satisfy their desire for a scientific education is not engineering or graduate research but a technical education—training as laboratory technicians or as skilled machinists or as artisans. Then the question comes: "Where can they go to get such training?" As a recent example, we tried to find a school for a boy who wanted to study chemistry but lacked the qualifications for senior-college work or graduate work. There were two schools of college level in the eastern United States where he could study to become a laboratory technician in industrial chemistry: one in Boston and one in the Middle West. We need more such schools.

2. To provide a general education for the boy or girl—and here especially it is the girl—who does not intend to transfer to a senior college and who is not interested in training for a gainful occupation. There are many such students, many who would go to college for a year or two if they could do so in or near their home towns. Let us not fool ourselves about the importance of educating these people. They, too, are citizens (indeed, they constitute a major fraction of our popu-

lace, these prospective wives and mothers), and on their enlightenment depends much of our country's and the world's future.

3. To provide a general grounding for the boy or girl who intends to transfer to a senior college at the end of two years. Sometimes such a student enters the near-by junior college because, by attending school near home, he can save money for the later and the more expensive resident years. Sometimes he enters as a trial of higher education; if he does well and likes it, he will go on to senior college.

Perhaps there are other needs for the junior college, but these three, I believe, are of major importance. It is possible that a single college may so diversify its offerings as to satisfy all three curricular demands. But this path should be entered with caution, for a college no more than a man should attempt to be all things to all people.

We need *more* junior colleges, and we must see that they are established in those areas where the demand is greatest. In that respect the junior colleges should learn a horrible object-lesson from the senior colleges, many of which are not strategically located. In prosperous as well as meager times, church has competed with church in providing more senior-college education than a given geographical area could well absorb. The consequence is that a boy living in one moderate-sized mid-western city has his choice of

fifteen senior colleges, all located within a hundred miles of his home and several of them struggling (in normal times) to stay solvent.

Yet we do need more education, properly distributed to be available where demand is greatest. One answer is the junior college. Many cities to which a senior college might be almost a liability can readily support a junior college. The two-year school requires less financial outlay, is more flexible, and is less hampered by traditional ideas of curriculum.

#### *Co-operation between Junior and Senior Colleges*

How can the senior and junior colleges co-operate? For co-operate they must. If the leaders in American education cannot work together in harmony, they are hypocrites, every one, when they cry for enlightened education as an answer to the world's ills. I should like to suggest the following measures.

1. On every level—national, regional, and state—an attempt should be made to organize a complete program of understanding.

2. We should strive to have our organizations of higher education at every level include all elements in higher education. For example, when retiring as president of the Pennsylvania Association of Colleges and Universities, I recommended that our association should embrace in its membership all elements of higher education, includ-

ing junior colleges. To be sure, there are certain problems which specifically concern the junior colleges, and others which particularly concern the senior-college and university group, but there are so many problems which concern all that they could profitably meet together on regional levels and in state organizations. Undoubtedly the state organizations in higher education will become more important in the future than they have been in the past. Perhaps it has been the return of veterans which has added impetus to this movement. No matter what the stimulus, we in higher education feel increasingly that, whatever our responsibility to students from other states, all of us have a very specific responsibility for guiding the destinies of higher education within our own state. Thus through closer association in a single organization of higher education, we shall learn to know one another better and to appreciate our problems the more and shall co-ordinate our programs more effectively.

3. How can there be co-operation? There must be a realization that the appropriate conception of a junior-college program must be a program for all youth. Not only the first two years of the normal four-year curriculums, but many curriculums in terminal education as well must be provided. I do not mean to imply that every junior college must function in all areas,



but I do feel that both of these objectives not only are vital to the junior college but are academically respectable. As a matter of fact, we are merely mouthing words when we attempt to differentiate between educating for making a life and educating for making a living. Both elements ought certainly to be present in any sound educative process.

4. Co-operative arrangements may be made between specific institutions. For example, certain liberal arts colleges and certain engineering institutions now have co-operative arrangements whereby students who have studied for three years on one campus may put two or three years of further study in a well-integrated but more specialized program at the engineering school and qualify not only for the baccalaureate degree but for the engineering degree at the second institution as well. I see no reason why such co-operative arrangements should not be possible between junior colleges and senior colleges.

5. Junior and senior colleges could profit by having workshops or institutes of various kinds. I see no reason why we could not go further and provide occasionally for exchange professorships. It would be profitable to capable members of either faculty to have the benefit of experience in the other type of institution.

6. Mutual visiting by small groups of faculty members from

both kinds of institutions might be beneficial and helpful. In such an intimate exchange, which might very well be organized department by department, those in the senior colleges as well as those in the junior colleges undoubtedly would learn a great deal about methods, equipment, and techniques.

7. Another form of co-operation could be called, for want of a better term, "community co-operation"—co-operation in setting up adult-education programs in a community, in providing for other community educational studies, at state, regional, and national levels. All educators must see the picture of higher education as a whole program—a program in which they play an ineffectual part if they attempt to play it alone and not in co-operation with all the other elements of higher education.

The problem is not that there are too many colleges but rather that there are too few, too limited in variety, and too poorly located. The junior college, the senior college, the university, the graduate schools, the professional schools—all have their parts to play. It is not a competitive task. It is a job that calls for the most intelligent kind of co-operation. The job is to see higher education as a whole in our own states; to study our resources; to study the needs for higher education; and then, not competitively, but co-operatively, to move forward and meet those needs.

## *Counseling with Testing versus Exploration*

TYRUS HILLWAY

ONE fairly typical junior-college catalogue explains the exploratory program in the following manner:

Many young men and women who are ready to enter college are unable to decide upon the goal of their higher education. This institution offers individually planned programs which seek to explore and develop the interests and abilities of undecided young people. Frequent conferences with the student's adviser and other faculty members and the study of vocational-guidance materials at the college are among the numerous means of arriving at a satisfactory solution of the problem.

In the institution from whose catalogue this paragraph is quoted, the student may transfer to a senior college after an exploratory program of two or three years or may decide to terminate his education with graduation from the junior college.

The purpose of the exploratory program seems to be, very generally, the search for an objective and, more specifically, for a vocational objective, toward which the junior-college education is to lead. For this purpose the exploratory

program has had a considerable vogue—and deservedly so, since the program has actually enabled some students to find their goals and to carry them well along the path toward achieving their purposes.

However, in the light of the techniques for scientific vocational counseling which have been developed within recent years, it may be questioned whether allowing a student to spend two or three years in the search for a vocational objective can any longer be justified; for by modern methods the same purpose may be successfully achieved within a matter of hours or, at most, days. Furthermore, the results of the exploratory program are at best uncertain, while vocational counseling, with its new tools and techniques, has proved surprisingly successful.

During the current academic year New London Junior College, as part of its service for its students and the community, established a professionally staffed vocational-counseling unit, the only function of which is to provide a complete program of scientific counseling. So effective has this program proved

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in preventing failures, in providing information for students with poorly defined aims, and in increasing motivation for college work that this institution next year will make vocational counseling a part of its admissions procedure for some students and will require that every student make use of the service before proceeding beyond his Freshman year. Because the expense involved in offering complete vocational counseling is heavy, a strong faith in the results of the service is evidenced by the fact that the College is making it compulsory for all students.

The new counseling techniques, of course, are as different from the old "guidance" programs as day is from night. In the first place, the tests which are now being used to provide samplings of interests and aptitudes have been greatly improved within the past few years, although no one but a competent psychologist who has used them long enough to recognize their limitations and special functions should be allowed to interpret them. In the second place, the researches of such agencies as the War Manpower Commission and various occupational information bureaus have provided materials about vocations which enable a trained counselor to describe various kinds of work in minute detail to the student. When these tests and occupational materials are in the hands of a trained person who is by nature sympathetic toward the

problems of young people and able to inspire their confidence, really remarkable results can be obtained within a few hours.

There is little need, one may conclude, for the waste of months and years in an exploratory program which merely permits the student to attempt one or more paths of interest in the hope that he may grope his way, with more or less encouragement, into some field of study that awakens his favorable response. How can one be sure, in such a program, that the student may not entirely miss, through inadvertency or lack of time, the one objective which he ought to find?

Recently I talked with a graduate of my own junior college who began his work with us a few years ago as an engineering student. Although he has an excellent mind and a sound academic preparation, it became abundantly clear at once that he would never make a successful engineer. At the end of his Freshman year he transferred to the pre-medical curriculum. One semester was enough to show him that medicine held few charms and small likelihood of success for him. Just before the war he graduated from the junior college and entered one of the best of the large eastern universities. Here he continued to strike about for a suitable objective until Uncle Sam temporarily intervened with a call to the armed forces.

This young man, after three years

of worried search during his college years and many months of serious consideration of the problem during his military service and after his return to civilian life, has finally happened, almost by chance, upon the career that suits him. He is learning to be the manager of a hotel. Even though the things that he learned in his year of engineering, his year of pre-medicine, and the rest of his college days are proving not entirely useless to him, how much better it would have been for him had he found his true objective during his Freshman year and had thus avoided the uncertainties, the changing of courses, and the frustration which he at length survived!

In a large proportion of the cases, failing students at New London Junior College who have taken advantage of the opportunity for vocational counseling have decided to select a different course of study and have turned into successful students. Others have left the college after deciding on a definite and reasonable program of training on a job or at some other institution.

It is only fair, of course, to point out the danger of relying too largely on such purely mechanical devices as tests, especially when their ad-

ministration and interpretation are placed in the hands of persons with insufficient training and experience. The counselor remains the most important element in the counseling process, and the tests are simply the means of shortening his work—a matter of many hours with each individual.

Tests and their limitations are not generally understood by the layman. The vocational-counseling department at our institution, for example, like all testing bureaus, has received numerous requests from school men for copies of tests to be administered and interpreted by teachers with little or no knowledge of the functions of the tests. Interpretations of test results by the students themselves must be avoided, and counseling by mail, based on testing alone, can never be satisfactory. To be truly effective, tests must be interpreted co-operatively by the counselor and the student.

Those of us who have seen what the new methods in counseling can do are hopeful that, before long, all colleges which are truly conscientious in accepting their responsibilities will provide this important service to their students.



## *The Red Cross and New Educational Horizons*

MARGARET HARGROVE

OFTEN quoted to illustrate the philosophical basis of his political creed is a remark attributed to Napoleon Bonaparte, *la carrière ouverte aux talents* ("the tools to him that can handle them"). At this historical distance from the times that prompted the Napoleonic political creed, certain "talents" remain culturally and socially significant, regardless of the political circumstances under which they are developed. Since Napoleon looked back upon the "forty centuries" that had shaped the civilization of his times, another century, with the changes surrounding its principal events, has established the importance of the "talents" for living together in harmony and serving one another.

Our young people, conscious of increased horizons and decreased geographical limitations, had indicated, even before the past global war further narrowed the distance

between them and others, their desire for greater participation in the affairs, not only of their immediate community, but of their nation and, through a projected program of international activities, of the world. Out of this desire, as well as from a wartime situation that created a need for the participation of young folks and the realization by members of the adult organization of the value of such student participation, grew the American Red Cross College Units. First authorized in November, 1942, these college units now are organized under Red Cross chapter guidance on the campuses of some two hundred colleges and universities, including forty-one junior colleges. Members share in the local, national, and international work of the Red Cross.

Primarily a service organization rather than an educational organization or institution as such, the Red Cross is prepared by its nature and functions to provide for many college students opportunities for participation in the work of the adult organization as it affects the life of the communities in which

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they later will be expected to take their place as leaders. The activities of the college units, although "service" rather than "education" in themselves, nevertheless provide also the educational experiences described by the organization's vice-chairman for school and college activities, in the September-October, 1946, issue of the publication of American Red Cross College Units:

An essential element of education is the process of synthesizing the experiences of civilization which broaden and intensify learning and make it more useful. It is the constant purpose of education to start each succeeding generation on the shoulders of the past generation, to give them as much of the accrued knowledge as possible, so that they may look beyond the horizons which circumscribed the vision of their fathers.<sup>1</sup>

How the ideals of Red Cross College Units can be realized within a typical community was shown when five units in the Los Angeles area, including the Compton Junior College Unit, helped to recruit blood donors and thus may have saved the lives of patients in hospitals dependent on the blood-donor center which the Los Angeles Red Cross Chapter helps to maintain. In the Los Angeles area some ten thousand veterans are cared for in three veterans' hospitals. These hospitals, with the

<sup>1</sup> Livingston L. Blair, "A Message from the New Vice-Chairman," *Record*, II (September-October, 1946), 1.

Children's Orthopedic Hospital and the Los Angeles County Hospital, require from the center five hundred pints of blood weekly. When the center recently was threatened with failure to meet this quota, the college units together carried out a successful recruitment campaign, in which eligible students volunteered as donors. Members of athletic teams signed up as groups, as did numerous fraternities and sororities. Campus papers, exhibits, and stunts urged donations.

This spirit of co-operation has benefited the Red Cross organization itself, as well as other groups and members of the community. All Red Cross services and programs have gained added strength from the participation of the college units, as have the communities already familiar with the work of units which, like those at Pasadena Junior College and St. Helen's Hall Junior College, have a record of long and effective service.

During the war years, from 1942, college-unit members served the armed forces through what is now called Red Cross Community Service to Camps and Hospitals and through the various corps of Red Cross volunteer special services. They assisted in the recruitment of blood donors. They helped make and pack clothing and other supplies for shipment overseas. Some units, like that at Ogontz Junior College, Pennsylvania, still carry on

their own projects for servicemen and their families. The Ogontz College Unit has taken as its special project the making of slippers for patients at near-by Valley Forge General Hospital.

All the units are devoting special attention to the needs of veterans and their families, both on the campus and in the community. At San Mateo Junior College, California, and elsewhere, students read textbook assignments to the blinded. Where campus families are quartered in trailers or other temporary housing, college-unit members arrange Red Cross courses in nutrition, first aid, and home nursing. They provide "baby sitters" for veterans' wives who might otherwise be unable to spend occasional evenings out with their student husbands.

College-unit members continue to serve the hospitalized as Red Cross volunteers. Some are nurses' aides or Gray Ladies. Others assist in the program of the Arts and Skills Corps. In the Southeastern Pennsylvania Chapter two junior-college units, Harcum and Ogontz, are especially active in this program. Members of both units serve at Valley Forge General Hospital, assisting chiefly in the crafts work there.

On some campuses, as at St. Helen's Hall Junior College, Portland, Oregon, hospital activities represent a particularly important part

of the unit program. Students at St. Helen's Hall continue to serve regularly the local veterans' hospital which they served earlier as Barnes General Hospital.

Activities in veterans' hospitals have become an increasingly significant part of the college-unit program elsewhere in the country where campus units are near veterans' hospitals. Recently, for example, members of several units in the Chicago area helped stage a highly successful "Red Cross Day" at the Veterans Administration hospital at Hines, Illinois. Two junior-college units in the Chicago area, those at Wright and at Lyons Township Junior Colleges, have taken an active part in joint projects of the local units. In recent months such projects have included, in addition to the "Red Cross Day" at Hines, a six-state conference of Red Cross College Units, attended by student, faculty, and Red Cross chapter representatives.

The Colby Junior College Unit also reports an extensive program of activities for hospitalized veterans. Recently members of the unit took part in an hour-long entertainment at the veterans' hospital at White River Junction, New Hampshire, which included a one-act play, some readings, and several songs.

Both men and women students are active in aspects of the college-

unit program. At the Junior College of Connecticut veterans organized a men's motor corps, to help with night driving. Elsewhere men, many of them veterans, serve outstandingly in publicity, fund-raising, and other projects.

Publicity and fund-raising operations, upon which depend financial support of the entire American Red Cross organization, are of particular interest to college students, who, during the annual Red Cross fund campaign, fill the columns of campus publications with Red Cross news; arrange speeches, exhibits, and meetings; and solicit donations from fellow-students.

Last year, at the organization's first national convention since the war, junior colleges were represented by delegates from the Junior College of Connecticut and from St. Helen's Hall and by the faculty adviser of the Colby Junior College Unit. Greater participation in this year's convention, to be held in Cleveland on June 9-12, will give junior-college units an increased opportunity to share in carrying out the organization's peacetime program, which is already well under way.

Activities reported during the first semester of this year by units in junior colleges throughout the country show a continued effort to help sustain the Red Cross community program and to support both war-related services and those

for which the Red Cross is best known in peacetime. Outstanding among the latter are such health and safety activities as those of first aid, water safety, accident prevention, home nursing, and nutrition. Participation in these activities varies both with local need and facilities and with the Red Cross chapter program. At Stillman Institute in Alabama, for instance, home nursing is outstandingly important. At one of the Chicago colleges, first aid and accident prevention take precedence in interest. Where swimming facilities abound, it may be water safety that attracts greatest student participation. War-related activities include the increasingly important services in veterans' hospitals in which junior-college units take an active part. Continued, too, are services to veterans and their families, both on campus and in the community, and to those still in the armed forces.

Born of a wartime necessity and student desire for a share in the nation's united wartime effort, Red Cross College Units are filling a peacetime need and are providing for the students themselves valuable experience in service and leadership. In the message cited previously, the vice-chairman continues:

The modern college student does not merely help to support operations like those of the Red Cross through



contributions of money. He wants to continue to prove his worth as a constructive citizen, to participate in and to contribute those services which make for safer, healthier, and more humanitarian communities. He is increasingly aware of the effectiveness of the Red Cross College Unit as an instrumentality for further co-ordinating the campus program with the community's wider efforts. He is eager to establish and maintain this channel for two-way traffic to and from the campus.<sup>2</sup>

Through development of the talents with which to make best use of the tools placed in their hands by speeded communication and transportation, by diminishing geographical and cultural limitations, it is hoped that junior-college students will help to assure that, as Sir Francis Bacon expressed it, "the monuments of wit survive the monuments of power."

<sup>2</sup> Livingston L. Blair, *op. cit.*, p. 2.

## *Faculty Responsibility to Community Life*

H. W. SCHAUGHENCY

THE numbers in the march of veterans to college have astounded educators and politicians alike. What a challenge to the faculties of the colleges and universities! The serviceman has come back from the four corners of the earth. Those of us fortunate enough to have gained his confidence have heard of the dreams that occupied so much of his time. Whether trying to keep warm in a cold, damp fog in Alaska or sweating it out over the Hump in Asia, those men dreamed dreams that were much alike—made up of the ingredients of a stable community life.

Now, many have returned to a community life far different from that for which they thought they were fighting. They found shortages in housing, meat, shirts, soap, sugar. They had been promised that they would be given their jobs back, but, after four years and two conversions of the plants in which they worked, their jobs no longer existed, or the plants were out on strike, or the

men were shortly laid off because of materials shortages. They were promised an education, and the reader is well aware of some of the disappointments faced by all institutions in trying to live up to that promise.

An unprecedented combination of factors has vastly stimulated the desire for a higher education until all facilities of plant and staff have been stretched and strained. Everywhere there is displayed a seriousness of purpose and a demand for value received which probably have surprised many a faculty member who looked for a deterioration in quality with the increase in the size of his class.

The primary responsibility of our faculties to community life is to meet the challenge of this eager throng. Too often we may be inclined to confuse responsibility to community life with public-relations activity. We may seek a place for a faculty member on the veterans' housing committee. We may commend the faculty member who speaks on international relations at a meeting of the League of Women Voters, accepting that activity as evidence of his classroom competency. We may even place on the

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faculty such extensive administrative and extra-curriculum responsibilities that the teaching function becomes secondary. In the junior college, certainly, faculty responsibility to community life begins in the classroom. Like a pebble dropped into a pool, the stimulus can go out from the classroom in ever-widening circles, even affecting the waves stirred by the winds of contrary doctrine.

*Students Represent the  
Community*

G.I. Joe and his younger brother and sister just out of high school are a pretty good representation of the folks who make up the community. As a cross-section of the community, our classes include the aggressive students who think only of selfish gain, who serve special interests, or who are politicians—good, bad or indifferent. We find a larger group of young people who are really interested in their studies and in the application of those studies to community life. They are the solid citizens of the campus, the backbone of activities, and the evaluators of the teacher's worth. Tomorrow they will be the solid citizens of the community, who will study issues intelligently, discuss them keenly, and vote conscientiously; who will weigh moral factors against the practical, dollars-and-cents evaluation and rise above special privilege. There is a third

group, the impassive students who docilely accept the leadership of others. They are the dupes of the aggressive student and the uninspired instructor. They frequently receive high marks because they can quote the text verbatim and on examinations are likely to give back to the instructor his own views in his own words, unadulterated by a single thought of their own.

This rough grouping of the citizens of a community follows that of Lord Bryce, who noted similar elements in all democratic nations. Today, when this nation stands almost alone in our democratic faith, it seems that our political and economic system will survive or perish as we learn to approach political problems intelligently, weigh factors and interests conscientiously, and evaluate actions by their contribution to the general welfare. Every basic factor necessary to a high-level economy is present in this country except human co-operation in the productive and distributive effort, and we teachers may rejoice in the preponderance of the second group of students. The central problem remains, however, to educate as many as possible of the docile, inert group into thoughtful, conscientious citizens. Indeed, faculty responsibility to national life begins in the classroom, especially in the junior-college classroom, where the student is beginning to reach a maturity attained by only a few at the high-school level.

*Educational Philosophy and  
Reputation*

If faculty responsibility to the community is thought of in terms mainly of expecting the music teacher to sing in the village choir, little is contributed to the development in the community of an understanding of the central philosophy of the college as a community institution. The administrator should feel concern when a member of the business faculty is reported in the public prints to have taken a reactionary, die-hard stand in a speech before the chamber of commerce. When the sociology instructor turns up on a picket line with a group of students, is this an expression of academic freedom and a source of free publicity? Faculty performance in the classroom and in the community is the stuff from which the community reputation of the college is built. Is there a plan for enhancing the institutional reputation, or is the program improvised?

*What Community Life?*

On the other hand, in some institutions the responsibility of the faculty for the moral tone of the community is taken so seriously that no faculty member dares to smoke or take a drink or be seen with a member of the opposite sex in public. Faculty utterances both in class and in public are carefully supervised. Responsibility to community life becomes such a fetish

that the academic life, though existing in the community, is no part of it but remains in an unreal world of its own. If the faculty member has any responsibility outside the classroom to the life of the community, it certainly seems reasonable that he should become an active participant in some large segment of that life.

Nevertheless, there is a sense in which the faculty should remain apart from community life. In the very nature of our democratic society, conflicts arise. Competition for the support of group interests is keen. Someone must preserve objectivity, analyze problems, evaluate interests, and weigh the merits. Otherwise, stalemate brings the economic, social, or political disaster that the totalitarians claim to be inherent in the democratic system, or we suffer maladjustments while we ride out the victory of an emotional judgment. The faculty of the college may well serve as the balancing force to supply impartial judgment. Academic freedom is not license to follow any ism wherever it may lead; it is the freedom to follow the facts, evaluate them, and speak to the merits of the case in spite of dogma, party line, or group interest. Apostles of such freedom have never lacked followers. It is so much in the tradition of our country that it can be said we intuitively follow leadership directed toward the general welfare. Witness the fact that the only time when



President Truman has had a preponderance of the country behind him has been when he exerted leadership for national welfare in the railroad and coal strikes.

Of course appeals to self-interest, to the lower motives of individuals, and to the fear of opposing group power frequently overcome the wisest leadership. Too often faculty members have unknowingly served group interests through the use of "teaching aids" supplied by employers' associations, patriotic societies, or political-action committees. Such materials have sometimes been used as "fronts" for shady causes, the real leadership knowing full well how much the appeal of an elevated and generous purpose is furthered by a disinterested sponsorship.

#### *Some Principles Illustrated*

From this discussion of faculty responsibility to community life, five principles seem to emerge:

1. Faculty responsibility begins in the classroom, but it does not end there.

2. A philosophy, with a program to realize it, is the only basis of enthusiasm for faculty and student alike.

3. The faculty has responsibility not to community life but in community life.

4. Any student will intuitively follow leadership that does not serve an interest, a group, or a section but is directed toward the welfare of all—community, nation, and world.

5. The college, as a community in-

stitution, will survive as an articulate social force in the community only if its appeal is to the elevated and generous in a moral sense.

At New Haven YMCA Junior College we try to live up to these principles. We must admit some discrepancy between principle and practice, but we have much evidence of success. We begin by selecting as faculty members men and women who believe in something and who want to teach.

We have a philosophy of work and study, and we have a program to realize it. Our director, Dr. L. L. Bethel, is the chief expounder of doctrine and the coach of faculty and staff. Our director of instruction is the chief liaison officer with other educational institutions and the master of press relations. Our chairman of the Business Division maintains contact with the business interests of the community, participates actively in professional societies, and summarizes his study of business literature for the benefit of staff, faculty, and students. Our director of student personnel performs the same functions in the field of community social services. Our chairman of the Management Division acts as an industrial coordinator and, in co-operation with the chairman of the Engineering Division, participates actively in professional management and engineering societies, bringing to staff, faculty, and students current viewpoints of industrial leaders and ex-

tending the services of the College in these fields.<sup>1</sup>

The faculty is not responsible to community life in any sense, but our responsibility as staff and faculty in community life is an integral part of our jobs. There is a difference. For example, I feel no obligation, just for the sake of performing a community service, to participate in community life outside the range of my interests, but every course in the Management Division must be justified on the basis of my knowledge of the purpose that it can serve in the education of men and women working in this industrial community. Our faculty must be constantly alert to adjust course content to the best thinking on current problems. Our mathematics and physics courses must not be merely courses for so many semester-hours of credit in traditional content. They must be constantly tested by the question: Does the work in our mathematics and physics courses find immediate application in the present problems of some area of community life?

The fourth principle enunciated above concerns leadership. Our stu-

dents are working men and women. They seek and demand educational leadership. If the instructor does not furnish this at the very first meeting of the class, individuals seek the department chairman, and, by the third meeting, delegations arrive. If the instructor is too narrow in his applications, favoring one industry or group or party line, we hear about it. The students want answers to problems, not the study of a pure science or pure art. Other institutions may be concerned with problems in pure science, philosophy, or art, with what to do with leisure time, or with pre-professional foundations. Others may furnish educational leadership based entirely on a philosophy of idealism, a Christian philosophy of education,<sup>2</sup> or some pragmatic expedient. Our leadership is based on a philosophy of realism—the greatest good for the greatest number in a hardheaded business sense. We must provide leadership in thinking about vocational problems in the fields covered by our programs, and the character and power of that leadership should be reflected in the community that we serve.

The final principle suggested is supported by a statement from Professor Nevins, of Columbia University:

<sup>1</sup> For recent curricular developments, see (a) Roy E. Morgan and Walter R. Hibbard, Jr., "Building a Curriculum To Meet Industrial Needs," *Junior College Journal*, XVII (November, 1946), 92-100; (b) Roy E. Morgan and Everett W. Martin, "Industrial Safety Education—Postwar Pattern," *National Safety News*, LIV (December, 1946), 24-25, 60, 92-93.

<sup>2</sup> Compare C. Gregg Singer, "A Philosophy for Higher Education Today," *Junior College Journal*, XV (May, 1945), 417-21.

The fact is that never, from the days the rafters of Faneuil Hall rang with the voices of men willing to die for independence, to the days when Americans sacrificed part of their sovereignty to ratify the work of Dumbarton Oaks and San Francisco, have the people failed for very long to respond to a clear appeal to their best instincts.<sup>3</sup>

The dictators of the world thought that our soldiers were soft and selfish; today the demagogues and "sob-sisters" woo them with privileges and bonuses. They confounded the dictators, and they will exert their real power and independence in community and nation in spite of our errors. As educational leaders we are obligated to bring to those whom we influence the best evidence in our fields, the best thinking of the best leaders, and the desire to serve in a society of co-operating groups. For our faculty in the Management Division of New Haven YMCA Junior College, we try to find men with these two essentials of management leadership: (1) awareness of the deep aspirations of people as employees in the business of the community and (2) the ability to provide constructive suggestions of

how these aspirations may be realized.

#### *Conclusions for Administration*

Junior-college administrators must provide teaching faculties equal to the seriousness of purpose of students not satisfied with things as they are and eager to learn what may be done. Administrators must find men and women faculty members who are a part of, and alive to, the current, living problems of the community that they serve; who will remain vitally aware of national and international developments which impinge upon their fields; who are guided by a philosophy and a program. In the college which selects teachers who have something they want to teach, shunning those who cannot find other employment; which assures its faculty members of economic security so that they are free to think of the general welfare rather than their own; which frees them from the fear of administrative exploitation and power so that they can concern themselves with the deep aspirations of people rather than their own frustrations—in that college the administrator does not need to worry about faculty responsibility to community life. Such an institution will be where it should be: in the vanguard of those who strive for the best in human co-operation.

<sup>3</sup> Allan Nevins, "Arousing the Giant That Is Public Opinion," *New York Times Magazine*, July 28, 1946, p. 37.

## *From the Executive Secretary's Desk*

JESSE P. BOGUE

THE Desk is in Mississippi at this writing. Mr. B. L. Hill, state supervisor of junior colleges, an excellent and charming southern gentleman, is the state host to the Executive Secretary. Together, they are visiting the junior colleges of this splendid state. This article should be written after all colleges have been seen, but circumstances make it necessary to meet the publication dead line of the *Junior College Journal*. A longer and more complete description of the Mississippi Plan will be made available later. A forthcoming *Newsletter* will feature some aspects of the work.

If the reader has not seen the pamphlets published by the State Department of Education in Mississippi, it will be well worth his while to write for them. One is entitled *Opportunities*; the other, *Mississippi Public Junior Colleges Plan for Postwar Education*. Well written and illustrated in two colors, they tell the story of the program and the plan for future development of the junior colleges. The April issue of *Mississippi Educational Advance*, edited by Mr. Floyd C. Barnes and published in Jackson, is devoted entirely to the junior colleges. It is fully illustrated and gives the

reader, who may not have seen what is being done here, a clearer conception of the work of the colleges. The educators of this state, backed by the citizens and their legislative representatives, are doing an outstanding piece of work.

Mississippi has a well-devised plan for a state-wide system of junior colleges. Thirteen zones or districts have been created. Twelve colleges have been built (and are being built now), and plans with appropriations have been made for the thirteenth in the northeast section of the state.

A special session of the legislature has appropriated funds which will give state aid of approximately \$90 per student in average daily attendance. An average of between \$300 and \$500 a year can be added to the salaries of the junior-college teachers. While this amount will not make salaries here as high as they are in some states, it will raise them to a very respectable level. We have met the faculties of three colleges. If the members are typical of the instructors in all the colleges, Mississippi has every right to be proud. The faculty members are well trained, down-to-earth, hard-working teachers who believe in the



unique functions of the junior college.

We have seen two of the student bodies assembled and have spoken to one of them. We have conversed with many individual students. They are serious-minded and exhibit the same dead-in-earnest traits observed in students in many other sections of the country.

The colleges are controlled by local boards of trustees. Their programs in terminal education are reflections of community needs and thus vary somewhat from college to college. Some specialized curriculums are given by different colleges to supply certain rather restricted state-wide needs for technical-vocational personnel. This division of labor is a part of the system. It avoids needless and expensive duplication and yet is adequate for demands in certain occupations. "University parallel curriculums" are offered to well-qualified students so that they may complete half of the university course of study under favorable circumstances from every point of view. Graduates have taken their share of honors in senior institutions.

An amazing feature of these colleges is the economical plan under which a boy or girl may attend for an entire year at a cost for board, room, and all fees of approximately \$225! The dormitories are comfortable, and the food is ample, well balanced, and good to eat. Cooperation, honest work, and intelligent planning can always do the

things sometimes appearing fantastic.

Mississippi lost a great leader in the late Governor Bailey. He was a believer in education, a friend of the junior colleges. Writing to the State Department of Education, he expressed his prophetic convictions in the following words:

I like to think of the junior colleges as "The People's Colleges." Both from the point of accessibility to the rank and file of our people and the inexpensive cost of their functioning, they are logical choices for carrying large burdens in education for the new day. I sincerely hope that our junior colleges may be given support sufficiently adequate to enable them to train and develop men and women for the cultural and technical demands of the years ahead, as well as the rehabilitation of returning service men and women.

Mississippi is developing her industries, striking oil and gas, educating her citizens for diversified agriculture. In this new economic era the influence of the junior colleges is being felt in every section of the state. Truly, these colleges constitute a type of education which is proving to be a sound investment in people. There are problems aplenty, and no one recognizes them more readily or keenly than the citizens of Mississippi.

The colleges are most fortunate in having competent administrators. They, with other leaders of education in Mississippi, are working for the development of education at all levels for the proper advancement of all the people.

## *Junior College World*

JESSE P. BOGUE

*Executive Secretary*

### PENNSYLVANIA STATE ASSOCIATION

THE Pennsylvania Association of Junior Colleges met at Harrisburg on February 8, 1947. The morning session was devoted to a panel discussion on post-high-school education. Dr. Adrian O. Morse, of Pennsylvania State College, Dr. Robert M. Steele, co-ordinator of Area Undergraduate Centers, Dr. Oscar Granger, principal of the Haverford Township High School, and your Executive Secretary composed the panel. Dr. Francis B. Haas, superintendent of public instruction, attended and gave encouragement to the delegates.

So deeply interested have the people of Pennsylvania become in the problems of post-high-school education that a bill is now before the legislature of the state to authorize the expenditure of \$150,000 for a survey of higher education. It is understood that the bill has the support of Governor Duff, Superintendent Haas, and many other prominent educators and citizens.

The Association passed resolutions in commendation of the bill, requested that junior colleges have

representation on the commission for the survey, and authorized Dean A. G. Breidenstine, Hershey Junior College, to be the spokesman for the Association before the senate and house Committees on Legislation. This action was very interesting because the large majority of the Association was composed of administrators from private institutions. It is further evidence of the broad view which junior-college people, in both public and private schools, are taking in our common educational problems.

Mr. Robert E. Eiche, administrative head of the Altoona Undergraduate Center, was elected president of the Association, and Dr. Lester F. Johnson, president of the Junior College of York Collegiate Institute, was made secretary-treasurer.

### PUEBLO BOND ISSUE

A bond issue of a maximum of \$750,000 to carry forward a building program which will partially meet the needs of Pueblo Junior College, Pueblo, Colorado, has been approved by the Junior College District Committee. Proposed buildings to be constructed with

the receipts of the bond issue are: additions to the present library, administration offices and classrooms, science laboratories and classrooms, student-union building, vocational-technical classrooms and laboratories, vocational-technical shops, and a central heating plant.

An over-all plan for the college has been made. An auditorium, museum, and observatory to be erected at some future date will complete, what appears to be, from a plot plan received at the Association office, an excellent campus.

#### AWARDS FOR RESEARCH

PI LAMBDA THETA, National Association for Women in Education, announces two awards of \$400 each, to be granted on or before August 15, 1947, for significant research studies in education. An unpublished study may be submitted on any aspect of the professional problems and contributions of women, *either in education or in some other field*. Inquiries may be directed to the chairman of the Committee on Studies and Awards, Bess Goodykoontz, United States Office of Education, Washington 25, D. C.

#### DR. EELLS GOES TO JAPAN

DR. WALTER C. EELLS has accepted an appointment as civilian adviser on higher education in Japan. He left for Japan on March 4 and expects to remain in that country for at least two years, perhaps longer. Dr. Eells will occupy

a strategic position from which to influence future trends in education in the new Japan. Junior-college people wish Dr. Eells success in his new work.

Mrs. Eells, after years of painful illness, died a few weeks before Dr. Eells left. Dr. Theodore Wilson officiated at the funeral services, which were held privately in Washington. The American Association of Junior Colleges conveyed sympathies with flowers and a letter from the Executive Secretary and members of the office staff who had worked with Dr. Eells while he was executive secretary.

#### DR. BREIDENSTINE ACCEPTS NEW POSITION

DR. A. G. BREIDENSTINE, dean of Hershey Junior College, Pennsylvania, has accepted the position of dean of students at Franklin and Marshall College, Lancaster, Pennsylvania. He will be missed in the immediate circles of junior colleges, where he has been constructively active for a number of years. Hershey Junior College was recently selected by *Look* magazine as one of the fourteen best junior colleges in the nation. The position of Hershey as a tuition-free public junior college in Derry Township was coupled by Dr. Breidenstine with a radically new concept of student counseling, guidance, and placement and a fresh approach to integrated curriculums.

### JACKSON JUNIOR COLLEGE DEDICATION

ON FEBRUARY 16, 1947, John George Hall was dedicated at Jackson, Michigan. This beautiful building is located on a magnificent estate near the Jackson High School building and E. O. Marsh Hall, which are now used by the college.

The new building was made possible through income from the John George, Jr., Trust of one million dollars. It is expected that additional facilities for the college will be provided from the trust, which is now earning approximately fifty thousand dollars a year.

The dedication was attended by twelve hundred persons, and an additional three hundred visited the campus at the open-house program. Congratulations, Jackson and Dean W. N. Atkinson!

### CONSTRUCTION COMMENCES

CONSTRUCTION work on the new campus for Santa Ana Junior College, California, is under way. The contract for construction of the first unit of the modern plant was awarded on January 30. Action of the Santa Ana Board of Education in awarding the bid terminated a fourteen-year effort to secure new facilities.

The site of the new campus was purchased more than a year ago and comprises approximately forty-

eight acres. When completed, the plant will be one of the most up-to-date in the nation and, on the basis of current enrolment, will accommodate between 3,000 and 4,000 students in both day and night divisions. Present enrolment at Santa Ana is slightly more than 2,000, with 1,257 registered in the Evening Division and about 800 pursuing work during the day.

The first units to be constructed will include the administration building, cafeteria, physical-education facilities, locker-rooms, and a large classroom unit comprising some twenty rooms to house courses in mathematics, art, journalism, speech and drama, music, commerce, and business education. Ten buildings secured from the Santa Ana Army Air Base will be used as supplementary units and will be re-designed for use as science and shop classes. One of the former school-house buildings at the base will be used for the college library, which now contains more than fifteen thousand volumes.

According to Director John H. McCoy, the curriculum will be expanded as rapidly as the new facilities are completed. Plans have already been made for development of an agriculture and citrus division and additional terminal courses, especially in shop and vocational work.



## Recent Writings

### *Judging the New Books*

PHEBE WARD, *Terminal Education in the Junior College*. Prepared for the Administrative Committee of the Commission on Terminal Education of the American Association of Junior Colleges. New York: Harper & Bros., 1947. Pp. xii + 282. \$2.50.

THE American Association of Junior Colleges in 1940 initiated a special study of terminal education planned to cover a five-year period. Readers who are familiar with the literature in this field will recall the earlier volumes that have already appeared, based on the exploratory phase of the five-year study. Miss Phebe Ward, co-ordinator for terminal-education study at San Francisco Junior College, is the author of a recently published volume entitled *Terminal Education in the Junior College*, which reports the results from the continuation phase of the five-year study.

Miss Ward has divided her book into two parts: the first entitled "Principles of Terminal Education"; the second, "Procedures for Terminal Education." Part I, after a brief introduction, consists of three chapters entitled, respec-

tively, "Philosophy of Terminal Education," "Development of Terminal Curricula," and "Personnel Services for Terminal Students." Part II consists of nine chapters, reporting the studies that were carried on in each of nine co-operating institutions. Each of these co-operating junior colleges experimented with a special phase of the general problem of organizing and maintaining terminal curriculums.

Part I on "Principles of Terminal Education" might readily have been designated "Procedures for Terminal Education," for it consists of a thorough and painstaking review of the steps necessary for establishing and maintaining satisfactory facilities of the terminal variety. This part of the volume will be especially useful to administrators who have had little or no experience with the organization of terminal curriculums and who are looking forward to developing such facilities in their institutions. The 135 pages devoted to this part of the report are characterized by great thoroughness and exhaustiveness. Here is, indeed, a complete operating manual for those who need guidance concerning terminal curriculums.

Part II of the report presents in condensed form the results of the experiments or studies in each of the nine co-operating colleges. There is no attempt at a complete coverage of the entire field of terminal education in these nine studies, each institution having selected some one problem of particular interest in its local situation. These nine chapters deal with the following topics: (1) making surveys in the community for the purpose of determining needs for terminal curriculums, by the San Francisco Junior College; (2) methods of utilizing community resources in junior-college programs, by the Scranton-Keystone Junior College; (3) methods of organizing and developing terminal curriculums, by Weber College; (4) the planning of co-operative programs, whereby students alternate periods of work and study, by the Rochester Institute of Technology; (5) the development of diversified occupations programs, whereby students interested in a varied range of occupational preparation spend alternate half-day sessions in practical work experience and classroom activity, by the Meridian Junior College; (6) the evaluation of achievement in terminal general education, by the Wright Junior College of Chicago; (7) guidance services for high-school students who should be interested in terminal curriculums, by the Bakersfield Junior College; (8)

the testing of students' aptitudes for junior-college terminal curriculums in certain fields, by the Los Angeles City College; (9) the provision of placement services, follow-up, and continuation training, by the Pasadena Junior College.

Each of the nine reports forming Part II of the book is cast in the same form. There is first given a brief description of the institution and its local setting. The purposes, procedures, and findings of the study are then summarized, and any recommendations growing out of the study are mentioned. Then a carefully outlined procedure for conducting a similar study is set up, based on the experience in the study being reported. Finally, for each study a selected bibliography is given. Owing to the inclusion of an annotation for each title in the bibliography, the references are most useful to one who wishes to read further on the subject. Throughout Part II, the fact is stressed that these chapters provide only much condensed versions of longer reports. In most cases the complete report of the local study is available, and the source from which it may be obtained is indicated.

Perhaps the most widely useful section of the entire report is chapter ii of Part I, which deals with the general procedure for developing terminal curriculums. The first section of this chapter treats the

method of establishing the need for a terminal curriculum and stresses the single-curriculum survey plan. This section treats the problem both from the standpoint of the community's needs for workers who can be prepared in terminal curriculums and from the standpoint of the students' needs for terminal types of preparation. The second section of the chapter deals with the method of organizing a terminal curriculum and stresses the use of committees for this purpose. The third section discusses the administration and supervision of terminal curriculums and is particularly helpful on problems of faculty personnel. The fourth section deals with problems of evaluating the results through both objective and subjective techniques. The final section treats briefly of the revision of terminal curriculums based on the results of evaluations which show the need for changes, reconversions, and eliminations.

An unusual feature of this volume is the series of illustrative headpieces which decorate each of the sections throughout the chapters. These attractive drawings add considerably to the interest of the discussion and, being mainly in diagrammatic form, help to convey the ideas that are more fully developed in the text. Unfortunately, in the printed reproduction some of the illustrations have been so reduced in size that a magnifying

glass is needed to make out the legends.

This reviewer found the book very difficult to read. The author's style gives the impression that she was under instructions to be chatty and informal, as if her readers would not be able to understand straightforward reporting. Exclamation points are used frequently at the ends of simple declaratory sentences. Figurative language is used freely, but not always successfully ("like trees, terminal curricula generate dead wood" [p. 97]). The book seems to have been written under considerable pressure of time, and possibly from original materials that were not in ideal condition for summarizing. The style is wordy and diffuse, for example, "Just as the content of a terminal course must qualify as being relevant, so the organization must be able to merit the appellative *functional*" (p. 46). If there had been time for careful editing, the length of the text might have been reduced considerably by merely tightening up the language.

Despite its stylistic difficulties, the book has the merit of being carefully outlined and organized. Appropriate headings and subheadings keep the reader precisely informed about his progress from topic to topic. This feature of the book should make it especially useful for reference purposes—and ref-

erence, in any case, is probably the objective which the book will best serve.

The author makes a successful case for the organization of terminal curriculums by citing the great number of young people who enter college but do not stay to complete a four-year degree program. She rightly argues, moreover, that the number of graduates from the junior college who do not continue their education in degree-granting institutions is not the true measure of the need for terminal education; the pertinent statistics are rather "the number of *entering* students over a period of years who terminate their formal education either before or after the completion of their junior-college training" (p. 35).

The volume exhibits one important inconsistency concerning the basic concepts of terminal education. In the earlier part of the book the author deliberately takes the point of view that a terminal curriculum must be occupational in character (cf. pp. 20, 25). She seems to exclude completely from her definition the concept of terminal general education. Yet in chapter vi of Part II, presenting the report on evaluation at Wright Junior College, the text is based completely on the measurements of attainment in the terminal general education curriculum of that institution (p. 216).

One group seems to be neglected in Miss Ward's discussion. Most institutions operating terminal curriculums have found that a substantial percentage of those who complete such curriculums continue their education beyond that point. This volume gives no attention whatever to the value of the education obtained in terminal curriculums for students who do not choose to terminate their education as anticipated at the end of such a program. What the percentage of such students is and what values they find in terminal curriculums would merit at least a paragraph or perhaps more.

The author does not quarrel with the descriptive adjective "terminal," as many other writers have done. It is really questionable whether any educational program in a dynamic society like that in the United States can ever be definitely labeled "terminal." A hundred years ago, when Horace Mann and other educators of his period set up the eight-grade elementary school, they were certainly thinking in terms of a program that would be definitely terminal for the great majority of future citizens; but the elementary school did not remain a terminal institution. More recently, the whole concept of vocational education held by those interested in the area when the Smith-Hughes law was enacted was that of a type of terminal education in the high school.



Certainly the experience of graduates of vocational programs in high schools has shown both that many do go on for further education and also that their vocational education provides satisfactory preparation for further study at an advanced level. One can scarcely escape the prediction that, as junior colleges develop more and better terminal curriculums, more and more of the students who enter upon such courses will decide to continue their education beyond the completion of the terminal program. Perhaps one of the most significant effects of the widespread introduction of terminal-education curriculums may be a revision of long-accepted opinions with regard to the type of prior preparation that is necessary for success at the upper-division level in degree-granting colleges.

By its title the book is limited to the field of the junior college. In this institution, of course, terminal curriculums have had their most extensive development, but the procedures recommended would be equally valuable in any kind of institution having a constituency that can be served by post-secondary preparation which does not lead to

a standard degree. One may hope that the title of this book will not militate against its being read by the officials of degree-granting institutions, for many of them could profit by the pioneering experience of the junior colleges in the field of terminal curriculums.

On all sides it is agreed that the junior college is just now entering into a stage in which rapid development will and should occur. Large numbers of new institutions of the junior-college type will probably be created, and a whole new group of administrative officers will have to take over their management. It will be especially valuable for administrators who have had little or no previous experience with junior-college programs to make a thorough study of Miss Ward's book. The suggestions made for specific procedures will be easily followed in most American communities. With a program laid out along the lines here recommended, a junior college should be able to serve its constituency most effectively in the field of terminal education.

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## Selected References

S. V. MARTORANA

BOYCE, W. T. "Counseling Junior College Veterans," *California Journal of Secondary Education*, XXI (May, 1946), 202-4.

Holds that "the public junior colleges have a definite and unique role in the education of veterans." The following advantages are those afforded to veterans by junior colleges:

(1) training to meet the requirements for the high-school diploma by means of accelerated courses taken at the junior college in a situation compatible with the greater maturity of the veteran; (2) opportunity for occupational training at the semiprofessional and technical level, which is not offered by four-year colleges and universities; (3) financial advantages because the veteran has fewer expenses to meet in junior college but can obtain the same personal allowance as if he were enrolled in a university and because he may, if he chooses, attend the local free junior college as a civilian for two years beyond the high-school level and thereby save his G.I. rights until he transfers to the more expensive upper division of the university; (4) refresher courses which "can be pursued more successfully on the relatively intimate student-faculty relationship of the junior college than they can in the extension division of the university"; and (5) preparation for admission to the higher colleges when the veteran lacks a part of the requisite training for university admission.

COCKING, WALTER D. "Are You Ready for the Junior College?" *School Executive*, LXVI (January, 1947), 5.

Advocates that state departments of education and local administrators should proceed as rapidly as possible to analyze the need for institutions of the junior-college

type and should acquaint the states and communities with the facts and considerations which they need to formulate decisions. The overwhelming demand for the extension of the public-school program to include Grades XIII and XIV is one of the educational phenomena following World War II. Junior-college facilities should be established in order to provide for the many young people who cannot, and probably should not, expect to attend a college for four years or more; to extend educational opportunities during this particular period when most colleges cannot accept all students who want college education; to satisfy the need for an institution beyond the traditional high school which is closer to the people than most four-year colleges are; and to render service in the field of vocational education.

Information relative to the need for extension of the educational program, the facilities required, and financial effort necessary must be available to the administration of the schools, the board of education, and the people of the community. In each community, studies should be conducted to determine the extent to which young people expect to continue to live in the community and seek vocational opportunity there; the percentage of the youth who go on to college; the educational needs of the community as reflected in the findings of economic and social surveys; the financial ability of the community and adjacent areas; the additional educational program needed; and the additional requirements needed to house the junior-college program.

Not every present school district, however, should have a junior college. Each state department of education should make over-all studies to determine the needs for an additional two years of educational oppor-

tunity, the number of youth who would be involved, the types of programs to be considered, the number and location of junior-college centers, the tentative districting of the state into junior-college areas, the probable number of youth in each area who would take advantage of this opportunity, and the tax burden that each proposed area would have to assume to support a junior-college unit. Each state department should also consider the extent to which state funds might be used to finance such schools and should formulate a plan for the distribution of such funds.

JENSEN, FRANK A. "The Junior College: An Upward Extension of Secondary Education," *Illinois Education*, XXXV (October, 1946), 40, 57.

Holds that the junior college is an upward extension of secondary education. The lack of financial encouragement to the development of junior colleges in Illinois has caused a gap in the educational system of the state. A substantial proportion of those who are separated from the educational system on graduation from high school could benefit by an extension of the secondary-school program if it were available to them without their leaving home. "It is a notorious fact that those who seek, or should seek, semi-professional careers are not well trained by our public-school system. They should be trained in the junior college." The real value of the junior college rests in its ability to meet the needs of those students whose talents and interests do not lie along the line of a university career but who are interested in continuing their education beyond the traditional high school. Junior colleges have responsibility to provide an adequate foundation of general education to all students, to prepare qualified students for work in standard colleges and universities, to provide vocational training for terminal students, and to develop a comprehensive program of education and culture for the entire community.

Junior colleges in Illinois are failing in their duties to meet the needs of terminal students and to provide a program of adult

education. Although a pioneer state in the origin of junior colleges in the United States, Illinois has allowed the development of junior colleges to lag until today only seven public junior colleges are operating outside of Chicago. Two obstacles to development of junior colleges in Illinois have been rigidity of emphasis on the college-preparatory function and lack of state financing of secondary schools. Districts which organized junior colleges did so on their own initiative. "Little progress in this area of education and service can reasonably be expected in Illinois until legislation is enacted to open the junior-college opportunities to all high-school graduates in the state. That means that the junior college will be recognized as an upward extension of the common schools of Illinois."

There is a considerable area of agreement regarding the direction that the development of a junior-college system in Illinois should take. The study authorized by the Commission on Higher Education in Illinois provided for by the General Assembly in 1943 and made by Professor Koos, of the University of Chicago, and the study authorized by the University of Illinois and carried out by Dr. Coleman Griffith were independent studies. They agreed on the following conclusions: (1) The state should encourage, not merely permit, the establishment and maintenance of a system of local junior colleges. (2) The policy should favor local public junior colleges rather than state-controlled regional institutions. (3) The minimum junior-college enrolment should be between 175 and 200, and the minimum enrolment of high schools supporting a junior college should be 500. (4) The state should continue the policy of close articulation between junior college and high school. (5) The junior college should be tuition-free and part of the common school system of the state. (6) There should be a generous program of state aid for this expansion of school services. (7) The control of public junior colleges should foster development of terminal programs rather than encourage the offering of only preparatory programs. (8) The agency of supervision and of location of junior colleges should be the superintendent of public instruction.

KOOS, LEONARD V. "Rise of the People's College," *School Review*, LV (March, 1947), 138-49.

Taking off from the first reference in educational literature, as long ago as 1875, to the junior college as the "people's college," Koos compares the college of a century ago with the four-year junior college in the 6-4-4 plan of today. Comparison is made with respect to curriculum, size of student body, and ages of students. After describing both institutions and reviewing at some length the growth of the junior-college movement, the author summarizes as follows:

"Looking first at the differences, one notes that, in respect to (1) curriculum, the comparison yields a striking contrast. Whereas the old college offered a rigid academic curriculum fully prescribed for all, the new college moves toward a flexible and adaptable program spread across the full scope of life and living. Described in another way, this emerging curriculum is made up, at least for the full-time student, of (a) a core of general education as nearly alike for all as possible and meeting the multifold, vital, nonoccupational needs of all and (b) two-way opportunities for specialization, one group of which, serving a minority of students, provides preparation for professional programs in senior college and university while the other group, devised to serve the majority, equips for a wide diversity of occupations at semiprofessional and trade and clerical levels.

"(2) The limited enrolments in the individual colleges of a century ago and the small total of enrolments in all such institutions are in striking contrast to the popularization of college education being attained by the new college. The next decade, through further localization accompanied by multiplication of upper four-year units in the 6-4-4 plan, will see an approach to the degree of universalization of the junior-college level of education reached by the high school following the first World War.

"(3) Looking now at the similarities, one may mention, first, that the new college is, as was the old one, a four-year institution.

"(4) Next, the programs of the old and the new colleges are alike in consisting of courses at both high-school and college levels.

"(5) One of the most momentous outcomes of the comparison concerns the comparability of ages of students in the old and the new colleges. In the old college the typical student entered at sixteen and completed the program at twenty. An identical age span is characteristic of students in the new college.

"Thus, in summary, the new college represents a restoration of the old, but, in the light of the broadened program and universalization of the level, it is a restoration cast in terms of democratization comporting with the trends, needs, and ideals of our time."

At the end of the paper, reference is made to two changes that have taken place in the old college in the intervening hundred years. One is the addition, through scholarship and research, of new content and courses at the upper college level. "The proliferation of new courses in many fields, both academic and professional, made specialization in the upper years feasible, and the steadily advancing age of the college student, which moved up by two full years . . . made it desirable. A differentiation of function of lower and upper years developed, in which the lower years are now mainly concerned with general education and the upper years with academic and professional specialization." The other change is the one forced by the standardization of colleges around the turn of the century. This required a separation of colleges and academies that made "an arbitrary break at an arbitrary point in what is, in essence, a continuous period of general education." Koos points out that, because of these changes, the effect of general establishment of the new four-year college will be to clarify two somewhat confused issues in American education. Through bringing together later high-school and early college years, it will re-integrate two levels that "have been arbitrarily divorced although functionally belonging together," and, through accentuating separation at the end of the junior-college period, desirable enhancement of specialization at the level above will be encouraged—"an en-



hancement that seems desirable even if one contends that this level should not be wholly surrendered to specialization."

REEVES, FLOYD W. "Reorganization, an Educational Must," *Texas Outlook*, XXX (April, 1946), 9-10.

Discusses reorganization of educational districts in the United States with respect to need, types of reorganization, advantages which would result, and the methods by which to proceed. "Every community, rural and urban, now needs to provide both general and vocational education for adults as well as children. Community facilities for education should extend, if possible, to the level of the junior college. . . . Despite the growing complexity of educational needs and the shrinking of distance through improved transportation, school districts organized at the time of settlement remain practically unchanged in many states." In all, sixty-four types of school districts have been identified and classified.

Students of the problem are in general agreement on two basic principles. (1) Attendance areas for high schools should be large enough to make possible a satisfactory program. The same principles should apply to attendance areas for elementary schools, junior high schools, and junior colleges. (2) No administrative unit should be smaller than the size of a satisfactory attendance area for a good senior high school and, if possible, for a good junior college. The administrative unit should be large enough to make possible a sound program of administration and supervision.

After considering the relative advantages held by the community, county, and state as administrative units, the author gives three methods, other than that of permissive legislation by the state, by which reorganization can proceed: making the county the administrative unit by state legislation, eliminating low-valuation districts and low-enrollment schools by the enforcement of certain minimum standards, and securing within each county a general reorganization that is based on a local survey of the existing situation in that county.

TEAD, ORDWAY. "Bridging the Gulf between Liberal and Vocational Education," *High Points in the Work of the High Schools of New York City*, XXXVIII (May, 1946), 5-21.

Asserts that the breach between general and vocational education must be greatly narrowed and suggests procedures by which this may be done. It is normal for young people to expect that, when they leave school, they should be qualified to enter some fairly specific employment consonant with the educational level which they have reached. Arising from the fear that there has been too much vocational education, there is current a wholesome scrutinizing of curriculums on the part of all specialized institutions. "Junior colleges have been trying with more or less success to assure an equal balance between their vocational and their cultural course offerings."

When the generally accepted objectives of American education are thoroughly considered, the dichotomy between vocational and liberal education breaks down. Only in recent years have we become clearly conscious of an American culture as such and become eager for the appreciation and imparting of the value which it embraces. "The total consequence of the older retrospective view of culture has been to make it a precious, thin, sublimated concern which equipped those thus educated with no ability to cope either in general terms of social controls or of individual occupations with the life into which they moved after leaving school or college." Vocational education, in the narrow specialized sense, should not be started until a foundation in a socially oriented general education is assured for *all* young people. When such vocational education is begun, it should not, until the last stages of professional study are reached, be separated from some continuing exposure to general subjects keyed to maturing intellectual interests. "Concretely, this should hopefully mean an obliterating of the sharp distinction between different kinds of secondary schools . . . in favor of secondary schools with a common core of general education up to around seventeen to eighteen years of age

with an increasing specializing in the later two secondary-school years."

The problem must be addressed at three levels: "(1) in the restatement of educational objectives and policies by teacher-training institutions, school boards, and boards of trustees; (2) in the conscious interrelation of general and special courses in the curriculum of each student; and (3) in the unifying within each unit course of considerations of cultural and vocational reference." Teachers, in both general and vocational fields, must see their tasks as more nearly identical than they now do. The teacher of liberal arts should know the contemporary world better; the teacher of vocational subjects should be more richly grounded culturally. "Education is *one process* . . . and it has to be restored to greater unity of handling and of instruction by educational specialists."

Four major tasks that lie ahead are indicated. (1) The job of giving vocational information and guidance must be more effectively done. (2) Values of the alternating study-work program must be more widely realized and applied. (3) Parents and students must learn that for many jobs the qualities developed by good general education are those which do in fact best fit the students for work, especially at the supervisory and executive levels. (4) College teachers must realize that, in training students to become teachers of their specialty, more than advanced, specialized subject matter is needed to produce good teachers.

*Vocational Education of College Grade.* United States Office of Education Bulletin No. 18, 1946. Pp. xii + 126.

A report of the staff of the Division of Higher Education in the United States Office of Education. The first major part of the bulletin portrays the evolving program of vocational education from that of less-than-college grade, on the one hand, to professional education, on the other. The second major division gives brief presentations of specific institutional programs of various types and levels.

The report is designed to canvass the extent and the urgency of a vocational program of education of college grade, to indicate the nature of this program, and to point out questions appearing in the development of the program. Much difficulty is encountered in exact definition of the program, but this is resolved by defining three terms: "vocational education of less-than-college grade," "vocational education of college grade," and "professional education." Discussion in the report uses these terms in the sense of the definitions assigned to them.

Need for vocational education of college grade is established by reference to population trends, occupational trends, shifts in employment and economic conditions, and changes in the student body attending high-school and post-high-school educational institutions. The general nature and extent of this type of education is reviewed with respect to purposes and objectives and the institutions which offer vocational programs. The offerings fall into four rough groupings: programs presented by technical institutes, junior-college terminal programs, programs in degree-granting institutions, and programs of home-study work. Junior colleges which offer vocational training of some kind have increased in number from 52 in 1919-20 to 461 in 1941-42. Among all institutions, the vocational programs vary greatly in terms of organization and administration, curriculums offered, admission requirements, types of students attracted, financial support, and accreditation of the courses. Practices in planning vocational programs vary from those conducted only at the local institutional level to those, such as the E.S.M.W.T. program, which were projected on the national level.

Several especially difficult questions relevant to vocational education are raised. The problems which "must be met and solved by educational leadership" include: "How can higher institutions best develop programs of vocational education of college grade? How can greater public and professional recognition of such education be achieved? How can planning best take into account national, state, and local needs and factors?"